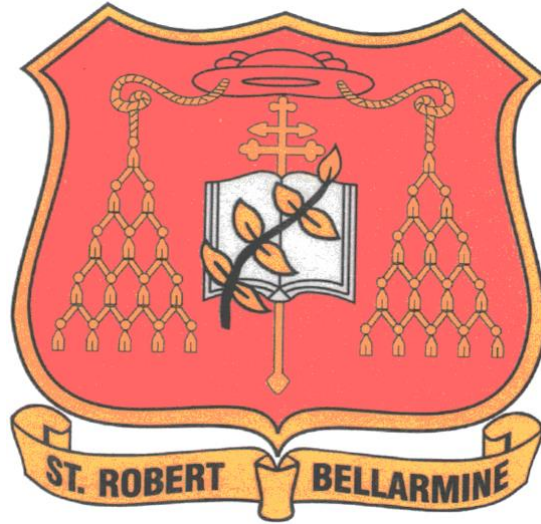


St Robert Bellarmine Catholic Primary School



Accessibility Plan 2026-29

Our Mission Statement

"We are God's work of art."

- Help each other
- Be happy
- Follow the light of Jesus
- Include everybody
- Everybody do their best in every way
- Be friends with everyone
- Be responsible for your own actions
- Be Respectful
- Work to the best of your abilities
- Parents, teachers and children support each other.

1. Purpose of the Accessibility Plan

This Accessibility Plan sets out how St Robert Bellarmine Catholic Primary School will continue to increase access to education for disabled pupils, staff, parents/carers and visitors. It outlines the actions the school will take to:

- Improve access to the physical environment
- Increase access to the curriculum
- Improve access to written and verbal information

The plan is reviewed regularly and is aligned with statutory duties.

2. Legislative Framework

This plan is written in compliance with, and has due regard to, the following legislation and statutory guidance:

- **Equality Act 2010**
- **The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**
- **Children and Families Act 2014**
- **Education Act 1996**
- **Public Sector Equality Duty (PSED)** under Section 149 of the Equality Act 2010
- **Human Rights Act 1998**
- **School Premises (England) Regulations 2012**
- **Health and Safety at Work Act 1974**

The school recognises its duty to anticipate the needs of disabled pupils and stakeholders and to make reasonable adjustments to avoid substantial disadvantage.

3. Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

4. School Context

St Robert Bellarmine Catholic Primary School is approximately 70 years old. Significant refurbishment has taken place to improve standards; however, some structural limitations remain, including internal steps and restricted external access due to site layout. The school:

- Has no on-site car park
- Is located on a busy road
- Has two accessible toilets
- Uses ramps where possible to support access

These factors are considered when planning reasonable adjustments.

Reviewed January 2026

5. Current Range of Known Disabilities

The school currently supports pupils with a range of needs, including:

- Moderate and specific learning difficulties
- Physical disabilities such as hearing loss
- Medical conditions such as asthma
- Food allergies, intolerances and cultural dietary requirements

Medical information is securely stored, shared appropriately with staff, and reviewed regularly. Medication procedures comply with statutory guidance. The school has:

- Trained First Aiders
- Secure medication storage
- A defibrillator on site, with all staff trained in its use

6. Aims of the Plan

The school aims to:

- Promote equality of opportunity for disabled pupils and adults
- Eliminate discrimination and harassment
- Foster positive attitudes towards disability
- Enable full participation in school life
- Work collaboratively with families and external agencies

St Robert Bellarmine Catholic Primary School Accessibility Plan

2026 - 2029

Area	Target	Strategies / Actions	Intended Outcome	Timeframe	Monitoring
Physical Environment	To proactively anticipate and plan for future accessibility needs in line with best practice	• Annual accessibility walk with Governors and leadership • Consultation with families and external professionals where appropriate • Ensure any future refurbishment or capital works prioritise inclusive design	The school environment continues to meet the needs of all current and future users	Annual	Headteacher / Governors

	To ensure the school site remains safe, welcoming and dignified for disabled pupils and adults	• Maintain clear signage and step-free routes where possible • Regular review of evacuation and emergency procedures • Consider reasonable adjustments for events and whole-school gatherings	All stakeholders can move around the school safely and confidently	Ongoing	SLT
Curriculum	To sustain high-quality inclusive teaching that enables all pupils to achieve ambitious outcomes	• Embed adaptive teaching strategies across all subjects • Use assessment to identify and remove barriers promptly • Monitor engagement and progress of disabled pupils	Disabled pupils achieve well and access the full curriculum	Ongoing	SLT / SENCo / Inclusion lead

	To ensure enrichment, trips and wider opportunities are inclusive by design	• Plan trips and activities with accessibility considered from the outset • Work with providers to remove barriers • Use risk assessments to support inclusion rather than restrict participation	All pupils are able to participate fully in wider school life	Ongoing	Class Teachers / SLT
Staff Expertise	To maintain a highly skilled workforce confident in inclusive practice	• Provide ongoing CPD linked to pupil need and local authority guidance • Share best practice through staff meetings and coaching	Staff demonstrate confidence and consistency in meeting diverse needs	Ongoing	Headteacher / SENCo
Information & Communication	To ensure communication is accessible, clear and responsive to individual need	• Offer alternative formats and communication methods where required • Review accessibility of written and digital communication regularly	Parents/carers and pupils can access information without barriers	Ongoing	Office / SLT
	To ensure parents/carers can engage meaningfully with school processes	• Offer flexible arrangements for meetings where needed • Remove barriers to participation in school events	Strong, inclusive partnerships with families	Ongoing	SLT

Equality & Leadership	To embed accessibility and inclusion within strategic leadership and governance	• Accessibility and disability included in strategic planning and Governor monitoring • Termly reflection on equality duties	Accessibility remains integral to school improvement	Annual	Governors
	To promote a strong culture of inclusion aligned with the school's Catholic values	• Explicit teaching of respect, dignity and inclusion through curriculum and collective worship • Celebrate diversity and positive role models	Pupils demonstrate empathy, respect and understanding of difference	Ongoing	Whole School
Local Authority & External Links	To work collaboratively with external agencies and the local authority	• Engage with training, guidance and services provided by Sefton Council • Seek advice proactively where needed	Consistent, joined-up support for pupils and families	Ongoing	SENCo / SLT

Approved by Governors: Jan 2026

Review Date: Jan 2029

Reviewed January 2026

